|  |  |  |
| --- | --- | --- |
| Subject: Media  The Arts | Name: | Grade: |
| Summative Assessment: Soviet Montage Video Essay  Assessed Criteria: A, D | | Due Date: |
| **Overview of the Task:**  Students will construct a video essay on the topic of Soviet Montage of no more than 3 minutes in length. Students will find scenes from at least 2 films that illustrate 3 of the five types of montage editing. | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Specific task guidelines:**  1. The video essay will include a voiceover evaluating and critiquing the clips.  2. The voiceover will describe each scene, the montage editing technique used.  3. Will have an introduction and conclusion that will demonstrate an understanding and the goals of Soviet Montage in its original context, and in the modern usage in film, television, music videos or commercials.  4.  **Formative assessment:**  1. Draft of two column script format  2. Rough cut of video essay   |  |  |  | | --- | --- | --- | | **Objective A: Knowing and Understanding** | i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  ii. demonstrate understanding of the role of the art form in original or displaced contexts  iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | **What does this look like?**  **I can…**  **i.** description of the techniques used in the edit using subject specific terminology.  ii. What are the directors intentions given the historical or social context in which the film was made. | | **~~Objective B:~~**  **~~Developing Skills~~** | ~~i. demonstrate the acquisition and development of the skills and techniques of the art form studied~~  ~~ii. demonstrate the application of skills and techniques to create, perform and/or present art.~~ | **~~What does this look like?~~**  **~~I can…~~** | | **~~Objective C: Thinking Creatively~~** | ~~i. develop a feasible, clear, imaginative and coherent artistic intention~~  ~~ii. demonstrate a range and depth of creative-thinking behaviours~~  ~~iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.~~ | **~~What does this look like?~~**  **~~I can…~~** | | **Objective D:**  **Reflecting** | i. construct meaning and transfer learning to new settings  ii. create an artistic response that intends to reflect or impact on the world around them  iii. critique the artwork of self and others. | **What does this look like?**  **I can…**  **i.** How was the edit used to create menaning.  **iii.** What was the director’s larger intention in the scene and how well did the director execute the edit. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Achievement Level** | **Criterion A: Knowing and Understanding**  **Level Descriptor** | **Criterion B: Developing Skills**  **Level Descriptor** | **Criterion C: Thinking Creatively**  **Level Descriptor** | **Criterion D: Responding**  **Level Descriptor** |
| **0** | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. |
| **1-2** | 1. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology 2. demonstrates **limited** understanding of the role of the art form in original or displaced contexts 3. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **limited** application of skills and techniques to create, perform and/or present art. | 1. develops a **limited** artistic intention that is **rarely** feasible, clear,  imaginative **or** coherent 2. demonstrates a **limited** range **or** depth of creative-thinking behaviours 3. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. | 1. constructs **limited** meaning and **may** transfer learning to new settings 2. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her 3. presents a **limited** critique of the artwork of self and others. |
| **3-4** | 1. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology 2. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts 3. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. | 1. develops an **adequate** artistic intention that is **occasionally** feasible,  clear, imaginative **and/or** coherent 2. demonstrates an **adequate** range **and** depth of creative-thinking  behaviours 3. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. | 1. constructs **adequate** meaning and **occasionally** transfers learning to new settings 2. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her 3. presents an **adequate** critique of the artwork of self and others. |
| **5-6** | 1. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject- specific terminology 2. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts 3. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. | 1. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. | 1. develops a **substantial** artistic intention that is **often** feasible, clear,  imaginative **and** coherent 2. demonstrates a **substantial** range and depth of creative-thinking  behaviours 3. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. | 1. constructs **appropriate** meaning and **regularly** transfers learning to new settings 2. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her 3. presents a **substantial** critique of the artwork of self and others. |
| **7-8** | 1. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology 2. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts 3. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. | 1. develops an **excellent** artistic intention that is **consistently** feasible, clear,  imaginative **and** coherent 2. demonstrates an **excellent** range and depth of creative-thinking  behaviours 3. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. | 1. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings 2. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her 3. presents an **excellent** critique of the artwork of self and others. |

**Assessment Criteria Feedback: (This should be feedback on the actual assessment criteria. What did the student do well? How can the student improve?)**